DOCUMENT RESUME

ED 248 177 SO 015 872

AUTHOR Peters, Richard
TITLE Developing the Global Linkage Concept for Cooperative Living Habitats among Students Enrolled in Global Education Courses.
INSTITUTION Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.
PUB DATE Sep 84
NOTE 26p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Cooperative Planning; Developed Nations; Developing Nations; *Global Approach; Intermediate Grades; *International Cooperation; Learning Activities; Middle Schools; Physical Environment; Secondary Education; Units of Study
IDENTIFIERS *Environmental Quality; *Interdependence

ABSTRACT

Designed for teachers of middle school, junior high, and high school global education courses, this paper encourages the development of a global linkage concept for attaining universal goals such as the protection of the global environment. Following a rationale for and definition of global education, a brief history of relationships between nations is given. A word about 20th century economic development precedes further description of the global linkage concept. Global linkage is described as a state of interaction among the world's nations in such a way that cooperative living habitats are created. Education is proposed as a starting point for achieving this linkage. Sample global education units on environmental awareness (grades 9-12), sensory awareness (grades 5-12), global environments (grades 6-12), and interdependence (grades 5-12) are provided. A list of special interest organizations and author comments concludes the document. (LH)

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DEVELOPING THE GLOBAL LINKAGE CONCEPT FOR COOPERATIVE LIVING HABITATS AMONG STUDENTS ENROLLED IN GLOBAL EDUCATION COURSES

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GLOBAL HORIZONS

SP 015 872

September 1984

ABOUT THE AUTHOR

Dr. Richard Peters is founder/projects director of GLOBAL HORIZONS: The Center for Applied Eco/Social Studies.

Dr. Peters is experienced as a social studies teacher (grades 5-12); social studies department chairman (grades 9-12); social studies curriculum coordinator (K-12); an ESEA Title III project curriculum designer (grades 7-9); and administrator/director of an NIE-funded curriculum development/research and development project (K-12).

Dr. Peters has designed/developed Man and His Environment, the Student Environmental Awareness (SEA) program, People In Their Environments (PIE), and the Humans and Environment Learning Program (HELP).

He is a member of Delta Tau Kappa (Florida State University) and Alpha Kappa Delta (University of Southern California), co-chairman of the NCSS International Activities sub-committee re: global education program development, a member of the New Hampshire Council for the Social Studies' Executive Board, and a recipient of a Fulbright Summer Seminar grant to study culture/history in India (1982).

Recent articles re: cooperative living habitats have appeared in:

A View of Tomorrow's World: The Need to Develop Student Perceptions of Global Interdependence and Environmental Stewardship
ED 204 174 (1981)

"Developing the Concept of Cooperative Living Habitats: Understanding India", The Social Studies Teacher, November 1982

How To Take The Classroom Out Into The Environment: A Resource Guide
ED 125 856 (1976)

How To Teach About Human Beings And Their Environment NCSS How To Do It Series (National Council for the Social Studies) 1976

Progress Toward A Global Perspective of Environmental Quality: Strategies to Affect Student Awareness of the Environment
ED 157 689 (1978)

"Putting GLOBAL 2000 To Work In The School Curriculum", Environmental Education Report, January 1981

"Proactive Students In Global Education", The Social Studies Teacher, March-April 1982

Strategies To Affect Student Awareness Of Natural And Social Environments In Outdoor Education: A Resource Guide
ED 092 300 (1974)

"The Eco/Social Approach To Global Education In The Social Studies Curriculum: K-12", Southern Social Studies Quarterly, Spring 1984

THE CENTER FOR APPLIED ECO/SOCIAL STUDIES

PREFACE

In past-published articles and manuscripts, this author has concentrated his attention on the design/development/delivery/assessment of continuous-integrated-sequential (K-12) global education instructional programs.

Global Linkage... deals with specific courses which can be developed for middle schools/junior high schools/high schools. Using this format, attention is paid solely to the content/activities of a specified course; whether it be of nine, eighteen, or thirty-six weeks duration.

For purposes of discussion clarification, the imaginary course referred to, herein, is entitled GLOBAL PERSPECTIVES - TODAY. It is the product of infusing selected concepts/knowledge/skills from anthropology, economics, environmental sciences, geography, history, law education, political science, and sociology.

"Developing an awareness and understanding of the world"

WHY GLOBAL EDUCATION?

Human life has been globalized to the point where we must alter the ways we have commonly viewed ourselves and others. Globalization has progressed to the point where each of us is constantly touched by interactions within the global system. [1]

TODAY, technological advances, increased trade, tourism and cultural exchanges, environmental concerns, competition for markets and scarce resources, and the continuing arms race are drawing nations and peoples into increasingly complex relationships. Increased human interactions across national and continental boundries increase the potential for both cooperation and conflict. The day-to-day lives of average citizens, as well as the destinies of nations, are being influenced by our growing international, cross-cultural links (NCSS 1980).

As the human species developed and conquered nature, it has not always given serious consideration to the well-being of both natural and social environments. To ignore the well-being of both environments means not only the destruction of the natural surroundings ... but, in the process, human life itself! It is critical that humans develop a sense of stewardship which will result in action programs to create global cooperative living habitats; environmental settings in which humans and nature coexist and prosper. [2]

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[1] Global Education Position Statement. National Council for the Social Studies (NCSS) Washington, DC 1980.

[2] Reference to Richard Peters, "Developing the Concept of Cooperative Living Habitats", SOCIAL STUDIES TEACHER, 1982.

In the broadest sense, global education is an organized effort to cultivate in young people a perspective of the world which emphasizes the interconnections among cultures, species, and the planet; the natural and social global life-space environments. A global education program goal (whether the program design be K-12; specific grades...such as five, seven, nine, and eleven; or a grade level course) must be to develop in youth the knowledge, skills, attitudes, and values needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing economic/political/social interdependence.

THE FIRST/THIRD WORLDS: BACKGROUND

Historically, relationships between First and Third World nations have not been characterized by mutual respect, equality, and cooperation. Rather, these relationships have been marked by mutual resentment/distrust and attitudes of superiority/inferiority and exploiter/exploited.

Since earliest efforts to colonize Africa, the Americas, and Asia, Europeans created economic systems which forced colonies to serve the human/natural resource and raw material needs of the industrially-developing West. In turn, colonies were forced to buy manufactured goods (made from their raw materials) from Mother Country factories ... thus guaranteeing ready-made markets for industrial complexes and ever-rapidly increasinf production.

The mercantile system of Europe brought about dramatic economic-environmental-political-social change(s) within the territorial boundries of the several colonies, worldwide. The land and its finite/renewable resources, as well as the people, were exploited. European-oriented 'home rule' policies were imposed, and the economic gap between the few HA Es and the too-numerous HAVE-NOTs widened. It can be said that a few experienced opulance while the masses suffered in abject poverty. The seeds-of-discontent and revolution had been sown admidst greed and the rush to exploit ... all in the name of 'progre s'.

During the late 1800s (and continuing on through to the post-World War II era) the world witnessed several nationalistic surges to cast-off the yolk of Western imperialism, and to establish self-determination in Africa, Central/South America, and Asia.

While the 'sun was setting' on the last vestiges of Western imperialism, shortly after the cessation of fighting in Europe and in the Pacific (1945) the Soviet Union began its offensive to capture territory and to spread its influence; economic and political ideologies, and military dominance throughout Eastern Europe and Asia ... eventually spreading into Africa and the Americas.

TWENTIETH CENTURY DEVELOPMENT

Since 1945, many former colonies have emerged upon the global scene as independent political states; adequately prepared to determine their own destiny, to charter courses for domestic economic development, and to insure national defense and domestic tranquility.

In some instances, strategic geographical location as well as valuable natural resources have served emerging nations as bargaining chips ... thus insuring credibility and respectability in both East/West economic/political spheres. In other cases, when sought-after opportunities for economic growth and industrial development have been denied (by First/Second World nations) or have not materialized as quickly as expected ... emerging nations have ignored diplomatic amenities and have resorted, instead, to violence - or at least to bombastic threats of violence. Thus, international terrorism became a non-diplomatic tool to achieve those things not otherwise attainable.

More-reserved Third World nations have followed the conventional path to economic development by seeking financial assistance from the International Monetary Fund and World Bank agencies ... as well as technical assistance from the United Nations.

GLOBAL LINKAGE

One problem which confronts humankind, today, is the state of the global environment ... and our relationship to it. WORLD ENVIRONMENT DAY (1982) signaled the urgent need for all nations to cooperatively plan and work to maintain a global ecological balance.

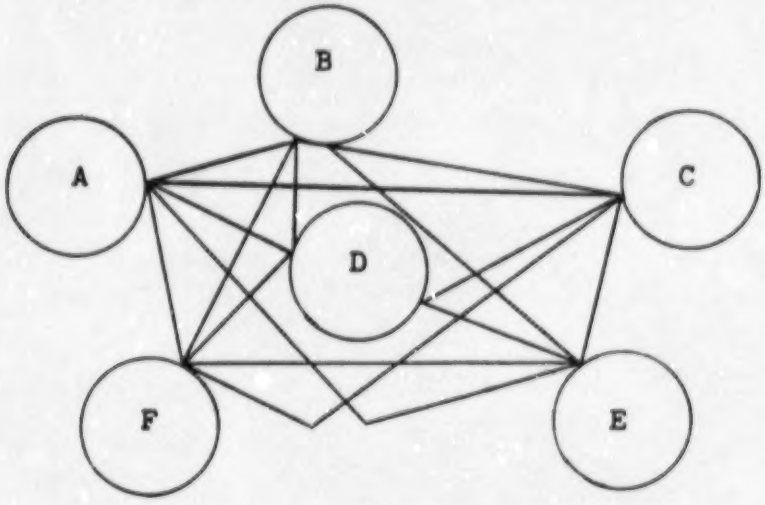
Scientists and scholars attending the GLOBAL POSSIBLE conference in Washington, DC (1984) called for concerted international action to protect the global environment and the biological systems that support human life. While stating that "the future can be bright" if the nations of the world start to act, now, to achieve a sustainable human society, conference delegates called for international mobilization to deal with population, poverty, pollution, energy, and the erosion of the planet's renewable resource base - the forests, fisheries, agricultural lands, wildlife, and biological diversity.

GLOBAL LINKAGE is a state of interaction among nations of the world to cooperate in efforts to achieve common/agreed upon goals re: the state of the global environment. Linkage is contingent upon dialogue among FIRST/SECOND/THIRD WORLD nations; face-to-face meetings and communications for purposes of minimizing international tensions, and to create an atmosphere of frankness-honesty-spontaneity. After all, no nation ... no group of people can survive alone in a depleted/polluted lifespace.

The exchange of ideas and views among nations re:

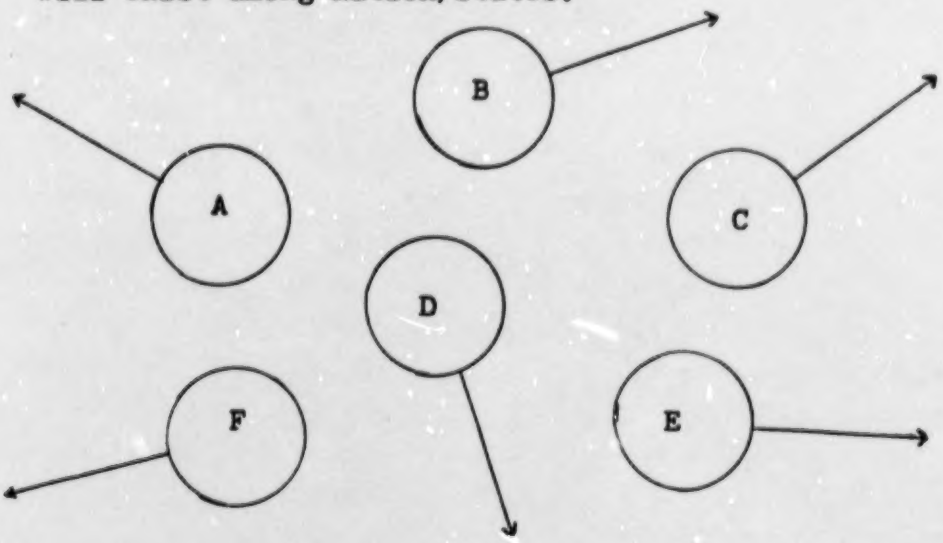
mutually perplexing problems enables them to better understand the similarities among fears, interests, and needs.

Global linkage can result in international efforts to create living environments (natural and social) for humans and the creatures of nature ... while protecting the character of the environments themselves.



With linkage, the several global community nation/states identify common problems, set common goals to solve the problems, and work cooperatively to achieve the creation of cooperative living habitats. By planning and working together; by pooling their talents and resources into an action network, the several nation/states maximize the potential for success.

If linkage is not achieved, a disparity situation will exist among nation/states.



Instead of working together, collectively, each nation/state determines its goals and action policies (in total isolation) without concern or interest for the needs and well-being of other global community members. Thus, the race to exploit and plunder the environment is escalated, and in this process everyone is negatively effected ... now and in the future.

GLOBAL EDUCATION AND THE LINKAGE CONCEPT

Dialogue among nation/states is preceded by education; a familiarity with diverse cultures and environments based upon formal awareness of/exposure to processes which are part-and-parcel of global education courses.

Through formal education, individuals begin to better understand the differences/similarities among cultures, and perceive the relationships between economic/political ideologies and the use/misuse of natural environments and their resources. Students are exposed to the interdependence of all life forms in nature's scheme. Humans are but one species of life which inhabit the earth, and are dependent upon other elements in the global lifespace for survival. Remove other critical elements from the lifespace and human life will cease to exist!

The internalization of stewardship attitudes and values results from an awareness of/exposure to lifespace environments, and culminates in a healthy respect for nature and the earth.

There are numerous activities, materials, and instructional strategies which can be incorporated into a global education course. PLEASE NOTE THAT THE FOLLOWING SAMPLE UNITS ARE ONLY EXAMPLES. Each and every global education teacher can/should devise activities and instructional strategies which best meet the maturation level and interests/needs of his/her students.

GLOBAL PERSPECTIVES - TODAY

SAMPLE UNITS

AREA OF STUDY	Environmental Awareness
CONCEPT	Land Use Planning
PURPOSE(S)	To acquaint students with the beneficial and detrimental effects of various land uses, and to evaluate the compatibility of the land use areas.
GRADE RANGE	9 - 12
ACTIVITIES	(1) What is land use planning? Why have land use planning policies in our community? Students conduct independent/small group research to find answers to these questions. (2) Audiovisual materials (e.g., films, filmstrips, slides, video tapes) are used to vicariously expose students to diverse environments, and to explore examples of land use planning as well as the effects of a lack of land use planning on environments. (3) Students list the beneficial and detrimental effects of several land use areas on people and the environment: . industrial . residential . open space . recreational . fields/forests . commercial . industrial . highways/waterways

(4) Using a land use compatibility chart, students rate the compatibility of side-by-side land uses.

(5) Community resource people visit the classroom to discuss what land use planning is, and why land use planning is important to community environments and to the quality of human life.

(6) Students go on field trips into surrounding natural/social environments to observe different land use areas. Photos and video tapes can be used to record data for future use.

(7) Students create a bulletin board display of land use areas (re: activity #3).

News clippings from magazines/ newspapers (re: land use/misuse) are collected and posted on the bulletin board. Thus, news items form the basis for current event discussions of the topic.

(8) Students write to the US Environmental Protection Agency (EPA), the US Park Service, the National Wildlife Federation, the United Nations ... and other government agencies/private organizations for purposes of obtaining data re: land use programs/policies both locally/regionally and globally.

(9) Students role play local government decision makers. They debate the issue of land use planning and zoning ... and formulate policies. This activity can be video taped.

AREA OF STUDY	Sensory Awareness of Environments
CONCEPT	The nature of the individual's surroundings (lifespace), and how living things respond to their environments.
PURPOSE(S)	To acquaint students with natural/social environments as well as different geographic regions of the world.
GRADE RANGE	5 - 12

ACTIVITIES

(1) Students visit the community/school libraries and select books dealing with natural and social environments. Book reports can be developed.

(2) Films, filmstrips, slides, and video tapes are screened in the classroom for purposes of student exposure to diverse (global) natural/social environments. Selected audiovisual materials can include:

- THE FACE OF THE EARTH
- REGIONS OF THE EARTH
- LIVING IN DIFFERENT PLACES
- THE DESERT: AN EXAMPLE OF ADAPTATION

(3) Using globes and maps, students locate selected nations/regions. Books are read which discuss the selected nations/regions in detail. Reports can be developed.

(4) Students draw outline maps of the world and locate different nations/regions on them. Maps can be used for a bulletin board display.

(5) Tourists who have visited foreign countries visit the classroom and discuss their experiences and impressions of life in these lands.

(6) Students are taken on field trips into the local/regional environments to observe phenomena and human/human as well as human/nature and nature/nature interactions.

(7) Students create bulletin board displays which depict different natural/social environments throughout the world.

(8) Students conduct comparative studies involving selected regions of the United States and selected foreign nations. The task is to identify differences/similarities regarding geographical features, resources, population distribution, population density, land use, etc.

AREA OF STUDY	Global Environments
CONCEPT	Pollution
PURPOSE(S)	To acquaint students with types of environmental pollution - on a global scale. To acquaint students with pollution abatement programs.
GRADE RANGE	6 - 12
ACTIVITIES	(1) Audiovisual software (e.g., films, filmstrips, slides, video tapes) are used to vicariously expose students to global pollution problems as well as to worldwide environments; natural and social. (2) Students investigate various forms/types of pollution: air, water, noise, sight, soil, etc. Reports are developed. (3) Students select nations of the world and research existing pollution problems ... and the methods available to correct these problems. (4) Students are taken on field trips into the community environments to observe existing pollution problems and their planned solution. (5) Guest speakers visit the classroom to discuss their experiences with environmental pollution and control/management programs. Careers/occupations are discussed. (6) Students collect pictures and draw pictures which depict global pollution and make a bulletin board display.

(7) Students write to the US Environmental Protection Agency (EPA), to federal/state government agencies, to businesses/industries, and to the United Nations for data re: pollution and control/management programs/policies.

(8) Students identify a polluted site within the local community (e.g., a park area which is not kept clean of bottles/cans and papers) and organize a cleanup campaign. The inhabitants of the community are involved along with students ... to cleanup the site. Using graphic media devices (motion picture or still picture cameras or video tape equipment) a BEFORE/AFTER presentation can be developed.

(9) Data collected from field-based pollution studies (within the community environment) is analyzed. Proposals are made to the local government decision makers re: solving existing pollution problems.

(10) Students role play international delegates at a pollution control conference. Issues are debated, resolutions are proposed and acted upon, and control/management policies are approved. This activity can be filmed or video taped.

AREA OF STUDY	Natural/Social Environments
CONCEPT	Interdependence
PURPOSE(S)	To acquaint students with the interrelationships and interdependence between natural and social (human-made) environments. To acquaint students with environmental interdependence and interrelationships in a selected nation: INDIA
GRADE RANGE	5 - 12
ACTIVITIES	(1) Guest speakers visit the classroom to discuss personal experiences with natural/social environments in the United States and India. NOTE: This activity allows for a comparison of the 'known' (US environments) and the 'unknown' (India) and develops within the minds of students a perceptual frame-of-reference which will be used in other activities. (2) Students select environmental topics re: India and research them. Reports can be developed. (3) Audiovisual materials are used to expose students to natural/social environments in the United States and India. (4) Students study several food chains which depict natural/social environment interdependence ... in the United States and in India.

(5) Students create bulletin board displays which depict environments in the United States and India.

(6) Students read about Monsoons. How important to life are they? What are they?

(7) Students study the topic: human population. What are the size of the populations of the United States and India? What are the basic food sources for these people? What are the immediate and long-range effects of rapid human population growth on natural/social environments?

(8) Students study their local communities to determine how natural/social environments are interrelated and interdependent. For example, how many jobs in the community are dependent upon adequate supplies of finite/renewable natural resources?

(9) Students visit nearby game preserves, parks, and reclamation projects to learn more about interdependence and interrelationships.

(10) Students write stories which relate to natural/social environment interactions and interdependence.

SPECIAL INTEREST ORGANIZATIONS

AMERICAN CONSERVATION ASSOCIATION, INC.
30 Rockefeller Plaza
New York, NY 10020

AMERICAN FOREST INSTITUTE
1835 K Street, NW
Washington, DC 20036

ANIMAL WILDLIFE INSTITUTE
P. O. Box 3492
Grand Central Station
New York, NY 10017

BUREAU OF NATIONAL AFFAIRS, INC.
1231 25th Street, NW
Washington, DC 20037

CONSERVATION EDUCATION ASSOCIATION
P. O. Box 450
Madison, WI 53701

ECOLOGY ACTION EDUCATION INSTITUTE
Box 3895
Modesto, CA 95352

FRIENDS OF THE EARTH
30 East 42nd Street
New York, NY 10017

GLOBAL STUDIES CENTER
Michigan State University
513 Erickson Hall
East Lansing, MI 48824

INSTITUTE FOR ENVIRONMENTAL EDUCATION
2785 Som Center Road
Chagrin Falls, OH 44022

NATIONAL WILDLIFE FEDERATION
1412 16th Street, NW
Washington, DC 20036

PLANNED PARENTHOOD AND WORLD POPULATION
810 Seventh Avenue
New York, NY 10019

RESOURCES FOR THE FUTURE
1755 Massachusetts Avenue, NW
Washington, DC 20036

SOCIETY FOR ENVIRONMENTAL STABILIZATION
P. O. Box 252
Fayetteville, AK 72701

THE CONSERVATION FOUNDATION
1717 Massachusetts Avenue, NW
Washington, DC 20036

THE POPULATION COUNCIL
245 Park Avenue
New York, NY 10017

THE POPULATION INSTITUTE
110 Maryland Avenue
Suite 209
Washington, DC 20002

THE POPULATION REFERENCE BUREAU, INC.
1756 Massachusetts Avenue, NW
Washington, DC 20036

WORLD FUTURE SOCIETY
4916 St. Elmo Avenue
Washington, DC 20014

ZERO POPULATION GROWTH
367 State Street
Los Altos, CA 94022

COMMENTS

It is neither a new notion nor a startling fact, but cooperation (linkage) is the only hope for the salvation of humankind on earth!

For too long, humans have misused their global lifespace ... without concern for the consequences of their actions. Irresponsible behavior seems to evidence attitudes of: I DON'T CARE ABOUT THE FUTURE. I WILL GET MINE, NOW, AND LET THE FUTURE TAKE CARE OF ITSELF. It is this type of selfish thinking by our ancestors which has contributed immeasurably to our global plight, today.

To echo the sentiments of the GLOBAL POSSIBLE participants, it is not too late to save ourselves and the global environment. But to do so requires linkage among nations/peoples of the global community.

The linkage process for universal goal(s) attainment begins with education. It is critically important that global education become an integral part of school curricula.

Global education programs should strive to develop stewardship attitudes and values among students. Environmentally-caring individuals, worldwide, will work together to solve perplexing global problems, and will diligently monitor the maintenance of both natural/social environmental quality standards.

Our future is what we make of it, today. WE must care, WE must conserve, and above all ... WE must cooperate!